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ABSTRACT

This is the second report in a series investigating the educational attainment of "atypical" or "new" types of students. In this report, the educational experiences and progress of undergraduate students who were not high achievers in secondary school will be compared with the experiences and progress of those who were. One of the purposes of this report is to determine the characteristics of a college--independent of student input--that maximize the chances that a low achiever will complete the degree in the traditional four years. The ultimate objective of this line of investigation is to determine what policy actions decisionmakers in higher education can take to facilitate the degree completion of "atypical" students. Results included the following: (1) Low achievers differed from typical undergraduates in many important ways. (2) Men outnumbered women, and the proportions of nonwhites and older students were higher among low achievers than among regular students. (3) Low achievers were more likely to aspire to careers in business than were regular students and were less likely to be solely motivated by the academic quality of the college they attended. (4) Low achievers also had lower degree aspirations than did regular students, who were more likely to plan on postgraduate degrees. Appendices include the 1967 student information form, the 1971 followup questionnaire; and selected responses to the questionnaire. (Author/PG)

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Low Achievers: Do They Differ From "Typical" Undergraduates?

ED 082687

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Engin I. Holmstrom

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Engin I. Holmstrom

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HIGHLIGHTS

- Nearly two-fifths of the men and one-fifth of the women among first-time, full-time freshmen in 1967 were low achievers: i.e., students who had obtained a grade-point average of C+ or below in high school.

- Nearly one-half of the low achievers were in two-year colleges, 34 percent in four-year colleges, and 18 percent in universities. Low achievers also tended to go to smaller and less selective institutions.

- Men outnumbered women among low achievers, who were also likely to be older than regular students at the time of matriculation.

- Low achievers differed from regular students in their college experiences, their plans, their achievements, and many of their attitudes.

- At the end of four years, fewer of the low achievers than of the regular students were still full-time students; many more had dropped out temporarily or permanently or had failed at least one course.

- Very few of the low achievers made high grades in college, and considerably smaller proportions of low achievers than of regular students obtained the B.A. degree within four years after entering college.

- The highest success rate for both groups was in four-year colleges, where 65 percent of regular students and 42 percent of low achievers received the B.A. degree in four years. In universities, the figures were 58 percent of the regular students and 34 percent of the low achievers; in two-year colleges, the figures were nearly one in four of the regular students and only 13 percent of the low achievers.

- Both low achievers and regular students attending highly selective institutions were more likely than those in less selective institutions to obtain the B.A. degree within four years.

- Although attending a university increased the regular students' chances of completing the B.A. degree in four years, it lowered the chances of the low achievers. Further, low achievers in two-year colleges were less likely to receive the degree.

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Low Achievers: Do They Differ from "Typical" Undergraduates?[1]

Engin I. Holmstrom

This is the second report in a series investigating the educational attainment of "atypical" or "new" types of students. In the first report, Low-Income Students: Do They Differ from "Typical" Undergraduates? (Holmstrom, 1973), the educational experiences and progress of low-income students were described. In this report, the educational experiences and progress of undergraduate students who were not high achievers in secondary school will be compared with the experiences and progress of those who were.

The "typical" undergraduate--who is an 18-year-old, white, Christian male--comes to postsecondary education with about a B- grade-point average (Astin, 1973). Although, in recent years, open admissions policies and the goal of universal higher education have made postsecondary education increasingly more accessible to new types of students, the average academic achievement of entering freshmen has not dropped. On the contrary, the proportion of freshmen with high school grade-point averages of B- or above has risen. For instance, in 1966, 70 percent of the full-time freshmen entering the nation's colleges for the first time had a high school grade-point average of at least B- (Astin, Panos, and Creager, 1966), whereas in 1972, the comparable figure was 76 percent (Staff of the Office of Research, 1972).

One might assume that the unprecedented expansion of two-year colleges would contradict this trend, since low achievers are more likely to be accepted at these institutions than at four-year colleges or universities.

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[1]Data analysis was supported by Grant G1-34394 from the National Science Foundation.

For instance, using Project TALENT data, Cooley and Becker (1966) show that, in ability, two-year college students tend to be more like noncollege youth than like four-year college students. A number of other researchers have documented the differences in ability between two-year college attendants and other college students. (See, for example, Hoyt and Munday, 1966; Medsker and Trent, 1965; and Cross, 1968.) But the two-year colleges have followed the same pattern as the four-year colleges and universities, making entry more difficult for students with poor high school records. In 1965, 56 percent of full-time students entering two-year colleges for the first time had a high school grade-point average of C+ or lower (Astin, Panos, and Creager, 1966); in 1972, this proportion has declined to 38 percent (Staff of the Office of Research, 1972). Thus, in all types of institutions of higher learning, students with low high school grade-point averages have become an increasingly small minority. Astin and Panos (1969) give evidence that high school grades carry the largest weight in predicting attainment of the bachelor's degree. Thus, students whose academic preparation is poor are relatively high-risk students. Yet some of them do manage to attain the baccalaureate within four years after entering college along with students with better high school records.

One of the purposes of this report is to determine the characteristics of a college--independent of student input--which maximize the chances that a low achiever will complete the degree in the traditional four years. As in the other reports in the series, the ultimate objective of this line of investigation is to determine what policy actions decision-makers in higher education can take to facilitate the degree completion of "atypical" students.

It must be pointed out, however, that these studies are limited in that they are based on data pertaining only to full-time freshmen entering college for the first time. Since many atypical students return to college after having dropped out at some earlier point, and since many enroll in college only part time, a large portion of the group is excluded. Moreover, educational progress is narrowly defined as completion of the baccalaureate within four years, even for students transferring from two-year institutions and therefore possibly finding it difficult to get credit for classes taken at the two-year institution. This limitation was imposed because the data were drawn from a cohort of first-time, full-time freshmen followed up four years after college entry.

The major questions asked in this study are as follows: How do low achievers differ from more typical students with respect to their background characteristics and aspirations? How are they distributed among institutions of higher learning? What kind of college experiences do they have? What are their attitudes and life goals? What are their rates of degree completion within four years after college entry, and what factors are related to their degree completion?

Design of the Study

The data for this study came from ACE's Cooperative Institutional Research Program (CIRP), which, since 1966, has been gathering longitudinal data on students at a national sample of colleges and universities. The main objective of the CIRP is to assess the impact of different college environments on student development. To carry out this objective, ACE uses three main mechanisms. First, large-scale annual surveys of the first-time, full-time entering freshman classes at each of the participating institutions are conducted; these surveys provide information on student characteristics at

the time of college entry, or input data. Second, samples of the original participants are followed up periodically: e.g., at the end of the freshman year, four years after college entry; these followup surveys provide longitudinal information on student characteristics after exposure to the college environment, or output data. Third, information is obtained on administrative policies, faculty, physical plant, social climate, and other characteristics of institutions (see Creager and Sell, 1969); this information on the college environment comprises the intervening variables.

Sample and Weighting Procedures

The original sample for this study consisted of 185,848 first-time, full-time freshmen entering 252 institutions (46 two-year colleges, 155 four-year colleges, and 51 universities) in fall 1967. These students were asked to respond to the Student Information Form (SIF), a self-administered questionnaire filled out during the freshman registration or orientation periods (i.e., before students have been exposed to the college environment). Data derived from their responses were weighted to represent the total U. S. population of first-time, full-time entering freshmen in 1967. Panos, Astin, and Creager (1967) discuss both the sampling design of this survey and the weighting procedures used to compensate for disproportionate sampling of institutions, for institutional nonresponse, for variation in sampling of individuals within institutions, and for individual nonresponse.

In July 1971, followup questionnaires were mailed to a randomly selected subsample of 63,510 students. After correcting for nondelivered questionnaires, a response rate of 59 percent was achieved, yielding a total of 34,346 cases (Table 1). To develop population estimates for the 63,510 students selected for the followup survey, and to expand the weighted followup sample to the initial freshman group of 185,848 students, a complex set of weights was applied, based on regression analyses of respondents and nonrespondents. (See Bayer, Royer, and Webb, 1973, for a detailed description of sampling and weighting

Table 1

Numbers of Students Used in
Weighting Followup Data

Type of institution in Which Originally Enrolled	Unweighted N's			Weighted N's		
	Men	Women	Total	Men	Women	Total
Two-year college	2,806	2,507	5,313	244,712	157,017	401,729
Four-year college	9,577	11,005	20,582	287,716	265,326	553,042
University	4,790	3,661	8,451	228,556	157,002	385,558
Total	17,173	17,173	34,346	760,984	597,345	1,340,329

Source: Alan E. Bayer, Jeannie T. Royer, and Richard M. Webb, Four Years After College Entry, ACE Research Reports, Vol. 8, No. 1 (Washington: American Council on Education, 1973), p. 7.

procedures for followup information on each freshman who participated in the 1967 survey.)

The Variables

The study was concerned with only one output variable: degree completion four years after college entry.

The input variables (student characteristics) were obtained from both the SIF administered in 1967 and the followup questionnaire completed in 1971. The SIF included items on demographic characteristics, high school background and achievements, educational and occupational aspirations, self-ratings, life goals, and past achievements. Obviously, on many of these items (e.g., demographic characteristics), there will be no change over the four-year period. On others (e.g., educational and occupational aspirations), students may well change. Thus, the followup questionnaire repeated some of the items from the SIF to assess such changes; it also contained new items designed to elicit information on the students' experiences since college entry and on their plans for the immediate future. (For copies of the questionnaires, see Appendix A.)

The institutional variables used in this study included size, type, control, region, and selectivity level (as measured by the average ability test scores of entering freshmen).

Statistical Groups and Analyses

Table 2 shows the high school grade-point averages of students entering colleges for the first time as full-time students in 1967. Low achievers are defined as those students whose high school grade-point averages were C+ or below; 39 percent of the men, and 20 percent of the women fell into this category, yielding a total of 433,062 cases. The remaining group (i.e., those

Table 2

High School Grade Point Averages, by Sex
(In Percentages)

	Men	Women	Total
A or A+	3.9	6.9	5.2
A-	6.9	12.0	9.2
B+	13.3	20.9	16.6
B	20.5	26.4	23.1
B-	16.5	13.8	15.3
C+	19.6	11.7	16.1
C	18.2	7.9	13.6
D	1.2	0.2	0.8

Source: Robert J. Panos, Alexander W. Astin, and John A. Creager, National Norms for Entering College Freshmen--Fall 1967, ACE Research Reports, Vol. 2, No. 7 (Washington: American Council on Education, 1967), pp. 13, 21, and 29.

whose high school grade-point averages were B- and above) are referred to as regular students (N = 898,972). The analyses exclude 8,294 weighted cases whose high school records were not available.

In order to describe low achievers and to compare them with regular students, we obtained marginal distributions by type of institution. In addition, multiple regression analyses were run separately for the two groups to isolate those institutional characteristics related to attaining the baccalaureate within four years.

Results

The results of these two types of analyses are presented in the following sections. The first three subsections compare low achievers and regular students on the basis of their distribution among institutions, their backgrounds, and their college experiences, plans, and achievements. The final part of this section discusses the personal and institutional characteristics related to degree completion four years after college entry.

Distribution of Low Achievers and Regular Students

As was the case with low-income students (Holmstrom, 1973), low achievers were not distributed randomly among institutions of higher education (Table 3). Nearly half were in two-year colleges, 34 percent in four-year colleges, and only 18 percent in universities. In contrast, 34 percent of regular students were in universities, 45 percent in four-year colleges, and only 21 percent in two-year colleges.

The distribution of low-achieving women into public (68 percent) and private (32 percent) schools was similar to that of regular students of both sexes; more of the low-achieving men (73 percent) than of regular students (68 percent) were in public schools. Low-achieving men were particularly underrepresented at technical institutions, which enroll a predominantly male student body: Only 2 percent of the male low achievers

Table 3

Distribution of Low Achievers and Regular Students, by Sex and Institutional Characteristics (In Percentages)

Institutional Characteristics	Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total
Type						
University	18.7	14.5	17.6	38.0	30.5	34.2
4-year colleges	32.3	37.8	33.8	41.9	47.9	44.9
2-year colleges	48.9	47.7	48.6	20.2	21.6	20.9
Control						
Public	73.4	67.9	71.9	67.5	67.3	67.4
Private	26.6	32.1	28.1	32.5	32.7	32.6
Sex						
Men's	5.8	.2	4.3	10.7	.1	5.3
Women's	.1	13.4	3.7	.1	10.5	5.4
Coeducational	94.1	86.4	92.0	89.2	89.4	89.3
Race						
Predominantly White	97.6	95.3	97.0	97.6	96.8	97.2
Predominantly Black	2.4	4.7	3.0	2.4	3.2	2.8
Curricular emphasis[c]						
Teachers colleges	26.3	25.9	26.2	21.3	35.6	28.9
Technical institutions	2.2	.0	1.5	17.7	2.6	9.6
Liberal arts colleges	71.5	74.1	72.3	61.1	61.8	61.5
Geographic region						
Northeast	25.8	25.8	25.8	30.2	31.3	30.8
Middle West	33.0	32.5	32.9	29.3	31.0	30.2
Southeast	17.5	19.0	17.9	15.6	14.2	14.9
West-Southwest	23.7	22.7	23.4	25.0	23.5	24.2
Size[d]						
Below 200	.7	1.4	.9	.3	.1	.2
200-499	1.2	7.4	2.9	.9	3.3	2.1
500-999	13.9	14.1	13.9	5.9	9.7	7.8
1000-2499	18.7	13.0	17.2	17.8	17.2	17.5
2500-4999	25.2	28.3	26.1	20.0	20.7	20.4
5000-9999	16.6	18.4	17.1	20.6	19.9	20.2
10,000-19,999	18.5	13.1	17.0	20.0	16.3	18.1
20,000-or more	5.3	4.3	5.0	14.5	12.7	13.6
Selectivity[e]						
Under 89	15.2	16.9	15.7	7.7	9.2	8.5
89-96	14.1	17.0	14.9	6.1	7.6	6.8
97-104	22.1	23.8	22.6	17.3	20.1	18.7
105-112	14.0	15.0	14.3	23.6	26.6	25.1
113-120	3.5	2.4	3.2	11.6	12.1	11.9
121-128	1.4	.6	1.2	14.4	8.1	11.2
Over 128	.9	.3	.7	7.1	4.6	5.9
Unknown	28.8	23.9	27.5	12.1	11.7	11.9

[a] Students with high school grade-point averages of C+ and below

[b] Students with high school grade-point averages of C and above

[c] Among colleges, excluding universities

[d] The total, full-time enrollment

[e] The median scores of entering freshmen on the ACT, the NMSQT, and the SAT Composites

were in technical institutions, compared with 18 percent of the regular students.

Like low-income students, low achievers tended to go to smaller and less selective institutions. Fifty-two percent of the regular students, but only 39 percent of the low achievers, were in institutions of 5,000 students or more; 54 percent of the regular students, but only 19 percent of the low achievers, were in relatively selective institutions: i.e., those where the average ACT, NMSQT, and SAT Composite scores were above 104.

Demographic Characteristics

Since, as we have seen, the distribution of low achievers varied by type of institution, the cross-tabulations were run separately for two-year colleges, four-year colleges, and universities. Results are presented in two sets of tables in Appendix B. Table B1 shows responses to selected items from the freshman questionnaire, including information on demographic characteristics, educational background, and degree aspirations. Table B2 shows responses to selected items from the followup questionnaire dealing with college activities and experiences, academic achievements, career plans, attitudes, and life goals.

Among low achievers, men outnumbered women in all three types of institutions: 77 percent of low achievers in universities, 69 percent of those in four-year colleges, and 73 percent of those in two-year colleges were men. For regular students, the corresponding figures were 55 percent, 46 percent, and 48 percent.

The proportion of nonwhites was higher among low achievers than among regular students. Low achievers also tended to be older than regular students at the time of matriculation.

The religious backgrounds and family incomes of low achievers and regular students did not differ significantly, though low achievers were somewhat less concerned about financing their college education. Proportionately more of the regular students than of the low achievers had parents who had gone to college.

College Experiences, Plans, and Achievements

In contrast to low-income students, who were found to be similar to other-income students in their college experiences, plans, and achievements (Holmstrom, 1973), low achievers differed considerably from regular students in these respects.

First, more of the low achievers than of the regular students seemed to be motivated by financial considerations. For instance, they were more likely than were regular students to have majored in business, to agree that the major benefit of college education is increased earning power, and to give high priority to being an expert in finance, to being very well-off financially, and to succeeding in business.

As freshmen, the low achievers were more likely to plan on getting no more than a bachelor's degree, while regular students were more likely to aspire to the master's or doctor's degrees. Regular students more frequently cited the academic reputation of the college as a factor contributing to their selection of their current institution.

Low achievers also differed from regular students in their expectations, as freshmen, about how they would finance their college education and in the financial sources actually drawn on, as reported four years later. At the beginning of their undergraduate education, low achievers were less likely than were regular students to cite scholarships or grants as possible

Table 4

Differences Between Expected and Actual Sources of College Finance, by Sex, High School Grade-Point Average, and Type of Institution in Which Originally Enrolled

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Freshmen expectations about major sources of financing freshman year:																		
Personal savings or employment	29.0	18.3	26.6	30.5	14.3	23.2	26.9	15.1	23.2	31.2	15.5	22.7	46.1	24.4	40.2	44.5	29.3	36.5
Parental or family aid	57.7	73.9	61.4	57.1	72.9	64.2	55.0	72.6	60.4	46.2	60.6	54.0	39.4	62.4	45.6	40.2	55.2	48.1
Repayable loan	9.7	10.8	10.0	9.9	12.0	10.9	16.7	12.5	15.4	15.0	19.2	17.2	8.2	10.0	8.7	9.2	13.3	11.3
Scholarship/grant/or other gift	11.1	4.9	9.7	18.7	16.1	17.5	11.7	8.1	10.6	24.2	24.2	24.2	9.1	8.9	9.1	11.1	15.0	13.1
Actual sources of financing college education:																		
Parents	61.5	77.9	65.2	72.4	83.1	77.2	65.3	75.3	68.4	65.9	79.3	73.1	44.4	59.6	48.5	49.7	60.2	55.2
Spouse	8.8	9.3	8.9	8.4	11.7	9.9	6.8	10.6	8.0	5.6	9.9	7.9	8.3	11.5	9.1	9.0	11.8	10.5
Federal scholarship, fellowship, or grant	10.2	6.1	9.2	12.9	10.0	11.5	9.1	8.4	8.9	13.8	11.7	12.7	8.4	4.4	7.3	6.2	6.9	6.6
State scholarship, fellowship, or grant	5.3	3.6	4.9	12.7	13.4	13.0	12.2	12.3	12.2	22.9	26.6	24.9	9.0	8.7	8.9	12.7	14.2	13.5
Other scholarship, fellowship, or grant	9.0	6.3	8.4	22.3	20.3	21.4	13.3	6.7	11.3	21.0	21.5	21.3	7.3	6.8	7.2	13.5	16.8	15.2
Federal loan	14.3	16.0	14.7	21.2	20.9	21.0	20.0	14.4	18.3	21.3	23.8	22.7	15.3	8.9	13.5	16.6	16.4	16.5
Other loan	5.4	10.2	6.5	11.2	9.0	10.2	14.4	11.5	13.5	16.6	17.4	17.0	10.1	10.8	10.3	15.6	12.7	14.1
College work-study program	7.2	8.3	7.5	11.6	12.6	12.1	10.5	15.4	12.0	17.8	17.5	17.7	7.4	9.9	8.1	7.9	12.2	10.1
Research assistantship	.2	.1	.2	1.4	.7	1.0	.3	.0	.2	.7	.3	.5	.0	.0	.0	.2	.1	.1
Teaching assistantship	.9	.0	.7	1.1	.5	.8	.7	1.2	.8	1.1	.8	1.0	.7	.4	.7	.8	.6	.7
Employment	54.2	46.2	52.3	67.6	53.1	61.0	54.6	36.2	48.9	60.9	51.4	55.7	61.3	35.9	54.4	62.6	53.2	57.7
Other sources	36.0	28.4	34.3	37.7	31.1	34.7	31.7	23.3	29.1	34.8	30.5	32.5	33.5	26.8	31.7	38.5	33.3	35.8

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

sources of finance, and this expectation was borne out: Relatively few reported, on the followup, having received scholarships or grants of any kind.

Although similar proportions of low achievers and of regular students expected to receive major financial support from their parents (about three-fifths in universities, over half in four-year colleges, and fewer than half in two-year colleges), and although more students in both groups reported as seniors having relied heavily on their parents' support than had expected to as freshmen, the difference was smaller for low achievers; more regular students than low achievers picked up support from their parents as they progressed. Finally, more regular students than low achievers, particularly those in universities and four-year colleges, supported themselves through employment.

Low achievers also differed from regular students in their activities. They got elected to student offices and to academic honor societies less frequently and were less likely to belong to fraternities or sororities or to participate in student demonstrations.

At the end of four years, fewer of the low achievers than of the regular students were still full-time students; many more had dropped out temporarily or permanently or had failed at least one course--not surprising in view of their poor high school performance. Further, very few of the low achievers made high grades in college. Over half the regular students in universities and four-year colleges, but only about 18 percent of the low achievers, received a grade-point average of B or above in their major subject. In two-year colleges, the corresponding figures were 46 percent and 19 percent.

It is not surprising, therefore, that considerably smaller proportions of low achievers than of regular students obtained the B.A. degree within four years after college entry. The highest success rate for both groups was in four-year colleges, where 65 percent of regular students and 42 percent of low achievers had received the baccalaureate by the time of the followup. In universities, the figures were 58 percent of the regular students and 34 percent of the low achievers; and in two-year colleges, they were nearly one in four regular students and only 13 percent of the low achievers.

Finally, low achievers were more likely than were regular students to favor open admissions and to agree that open admissions should be adopted by all public colleges and that such a policy equalizes opportunities for higher education. Moreover, they tended to deny that open admissions discourages applications from outstanding high school graduates or lowers the reputation of a college.

Factors Related to Degree Completion

It would appear, then, that although the B.A. completion rates of low achievers were poor in comparison with those of regular students, low achievers support open admissions, which at least gives them a chance to try. What can be done to help the low achievers complete the baccalaureate program successfully? To answer this question, stepwise multiple regression analyses were run separately for low achievers and for regular students to isolate college characteristics related to B.A. completion within four years after college entry.

Unweighted data on all low achievers (N = 6,697) and only 5 percent of the random sample of regular students (N = 1,382) were used. The

following variables were forced into the regression step by step: sex, race, age, father's education, mother's education, parents' income, and marital status. The following college variables were then allowed to enter freely: major sources of support during college (12 variables), control (public, private) and type of institution (two-year, four-year, university), regions (Northeast, Midwest, Southeast, West-Southwest), size, and selectivity. College grades were not included in the analyses, since this variable correlates highly with degree attainment. The results are shown in Table 5.

Married students in both groups were less likely to complete the baccalaureate in four years than were their unmarried peers. Among regular students, women were more likely to attain the B. A. degree than men, but sex was not a significant predictor of degree completion among low achievers.

In both groups, those who received major financial support from their parents, from state and other scholarships, and from Federal loans were more likely to attain the baccalaureate in four years than were those who did not receive such financial aid. Both types of students in highly selective institutions and regular students in universities were more likely to succeed, while low achievers in universities were not.

Among low achievers, those whose major sources of support were work-study programs, teaching and research assistantships, and loans were more likely than others to attain the baccalaureate in four years. Further, low achievers who attended two-year colleges or large institutions were less likely than were low achievers in other institutions to attain the degree. Among regular students, those attending four-year colleges were more likely than others to attain the degree in four years.

Table 5

Variables Affecting Baccalaureate Attainment
in Four Years for Low Achievers
and for Regular Students

	LOW ACHIEVERS[a]			REGULAR STUDENTS[b]		
	Final Equation			Final Equation		
	Sign of Coefficient	F Value	Zero-Order Correlation	Sign of Coefficient	F Value	Zero-Order Correlation
A. FIRST STAGE FORCED IN VARIABLES						
Sex (female)	+	1.736	.036	+	19.721[c]	.115[c]
Age	+	5.892[c]	-.057	+	.625	-.047
Race (Nonblack)	-	0.028	-.018	-	1.551	-.027
Father's education	+	0.252	.123[c]	-	0.068	.089[c]
Mother's education	+	0.493	.101[c]	+	0.037	.083[c]
Family income	+	2.543	.086[c]	-	0.061	.037
Marriage	-	27.650[c]	-.104[c]	-	19.045[c]	-.138[c]
Concern with finances	+	9.194[c]	.231	+	5.501[c]	.205[c]
B. SECOND-STAGE VARIABLES COMMON TO BOTH GROUPS						
Major support: Parents	+	167.815[c]	.236	+	14.133[c]	.158[c]
Selectivity	+	75.725[c]	.252	+	23.801[c]	.245[c]
Major support: Other scholarship	+	22.652[c]	.088[c]	+	9.504[c]	.120[c]
Major support: State scholarship	+	19.328[c]	.072[c]	+	6.474[c]	.072[c]
Major support: Federal loan	+	15.461[c]	.072[c]	+	7.986[c]	.094[c]
University	-	6.816[c]	-.001	+	6.328[c]	-.039
Region: Southeast	+	5.796[c]	.098[c]	+	4.848[c]	.046
C. SECOND-STAGE VARIABLES SIGNIFICANT FOR LOW ACHIEVERS ONLY						
Two-year college	-	97.553[c]	-.278[c]			
Size	-	15.514[c]	-.091[c]			
Region: West-Southwest	-	7.947[c]	-.123[c]			
Major support: Work study program	+	6.860[c]	.071[c]			
Major support: Teaching assistantship	+	6.636[c]	.038			
Major support: Other loan	+	6.634[c]	.057			
Major support: Research assistantship	+	5.822[c]	.042			
D. SECOND-STAGE VARIABLES COMMON TO REGULAR STUDENTS						
Four-year college				+	14.588[c]	.186[c]

[a] Students with high school grade-point averages of C+ and below (Multiple R = .4076, N = 6,697 students)

[b] Students with high school grade-point averages of C and above (Multiple R = .3916, N = 1,382 students)

[c] Significant at .05 level

Conclusion

Low achievers differed from typical undergraduates in many important ways. Men outnumbered women, and the proportions of nonwhites and older students were higher among low achievers than among regular students. Low achievers were more likely to aspire to careers in business than were regular students (although the proportion was relatively small: about one in five) and were less likely to be solely motivated by the academic quality of the college they attended. Low achievers also had lower degree aspirations than did regular students, who were more likely to plan on a post-graduate degree.

The two groups also differed in their college activities, their attitudes, and their achievements. Low achievers were more likely than were regular students to fail one or more courses and not to obtain the baccalaureate in four years. Nevertheless, one out of three low achievers in universities, two out of five in four-year colleges, and over one in ten in two-year colleges did attain the baccalaureate four years after college entry, alongside about four out of five regular students in universities and four-year colleges and one out of four in two-year colleges.

Both low achievers and regular students attending highly selective institutions were more likely than those in less selective institutions to attain the baccalaureate within four years after entering college. Low achievers in two-year colleges were less likely to receive the degree in this period of time. Although attending a university increased the regular student's chances of completing the degree, it lowered the chances of the low achiever. It may be conjectured that the highly competitive

academic environment of universities discourages or frustrates the low achievers and stimulates those with better high school records.

It would appear then low achievers should be encouraged to attend small, highly selective four-year colleges. However, if the enrollment of low achievers in small or highly selective four-year colleges is increased, the resulting changes in institutional characteristics might reduce the apparent advantage these schools now have for producing such effects. We are currently investigating interaction effects between size, selectivity, and type of institution in the hope of shedding more light on how such college characteristics influence the academic progress of various types of students.

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APPENDIX A

1967 Student Information Form

1971 Followup Questionnaire

STUDENT INFORMATION FORM

292370

YOUR NAME (please print)_____
First Middle or Maiden Last

HOME STREET ADDRESS_____

City State Zip Code (if known)

When were you born? Month (01-12) Day (01-31) Year

Your Social Security Number (please copy carefully)

NOTE: The information in this report is being collected for the American Council on Education as part of a continuing study of higher education. Your cooperation in this research will contribute to an understanding of how students are affected by their college experiences. Identifying information has been requested by the Council in order to make subsequent mail follow-up studies possible. Your responses will be held in the strictest professional confidence, and will be used only in group summaries for research purposes.

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer). Make heavy black marks that fill the circle. Erase cleanly any answer you wish to change. Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read? Yes ○ No ●

1. Your Sex: Male ○ Female ○

2. How old will you be on December 31 of this year? (Mark one)

16 or younger ○ 17 ○ 18 ○ 19 ○ 20 ○ 21 ○ Older than 21 ○

3. What was your average grade in secondary school? (Mark one)

A or A+ ○ A- ○ B+ ○ B ○ B- ○ C+ ○ C ○ D ○

4. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)

	Applications	Acceptances
No other	○	○
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five	○	○
Six or more	○	○

5. Mark one:

This is the first time I have enrolled in college as a freshman ○
I came to this college from a junior college ○
I came to this college from a four-year college or university ○

6. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)

	Yes
Was elected president of one or more student organizations (recognized by the school)	○
Received a high rating (Good, Excellent) in a state or regional music contest	○
Participated in a state or regional speech or debate contest	○
Had a major part in a play	○
Won a varsity letter (sports)	○
Won a prize or award in an art competition	○
Edited the school paper, yearbook, or literary magazine	○
Had poems, stories, essays, or articles published	○
Participated in a National Science Foundation summer program	○
Placed (first, second, or third) in a state or regional science contest	○
Was a member of a scholastic honor society	○
Won a Certificate of Merit or Letter of Commendation in the National Merit Program	○

7. What is the highest academic degree that you intend to obtain? (Mark one)

None ○
Associate (or equivalent) ○
Bachelor's degree (B.A., B.S., etc.) ○
Master's degree (M.A., M.S., etc.) ○
Ph.D. or Ed.D ○
M.D., D.D.S., or D.V.M. ○
LL.B. or J.D. ○
B.D. ○
Other ○

8. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds) ○
Some concern (but I will probably have enough funds) ○
Major concern (not sure I will be able to complete college) ○

9. Are you a twin? (Mark one)

No ○
Yes, identical ○
Yes, fraternal same sex ○
Yes, fraternal opposite sex ○

10. Through what source do you intend to finance the first year of your undergraduate education? (Mark one in each row)

	Major Source	Minor Source	Not a Source
Personal savings and/or employment	○	○	○
Parental or other family aid	○	○	○
Repayable loan	○	○	○
Scholarship, grant, or other gift	○	○	○

11. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Some college	○	○
College degree	○	○
Postgraduate degree	○	○

12. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

Less than $4,000 ○	$15,000-$19,999 ○
$4,000-$5,999 ○	$20,000-$24,999 ○
$6,000-$7,999 ○	$25,000-$29,999 ○
$8,000-$9,999 ○	$30,000 or more ○
$10,000-$14,999 ○	I have no idea ○

13. What is your racial background? (Mark one)

- Caucasian ○
- Negro ○
- American Indian ○
- Oriental ○
- Other ○

14. Mark one in each column below:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant	○	○
Roman Catholic	○	○
Jewish	○	○
Other	○	○
None	○	○

15. While attending high school, did you: (Mark one)

- Date one steady girl friend (boy friend) ○
- Have a series of steady girl friends (boy friends) ○
- Date a few different girls (boys), but none steadily ○
- Pretty much play the field ○
- Seldom or never date ○

16. How many students in high school did you know by their first names or nicknames? (Mark one)

5 or less	6-10	11-20	21-50	51-100	101-200	more
○	○	○	○	○	○	○

How many of these students did you consider close friends? (Mark one)

5 or less	6-10	11-20	21-50	51-100	101-200	more
○	○	○	○	○	○	○

17. For each of the following activities, indicate if you presently can perform the activity competently. (Mark one in each row)

	Yes, I can presently do this well	No, but I would like to be able to do this well	No, and I have no desire to be able to do this well
Type 40 words or more per minute	○	○	○
Sketch people so that they can be recognized	○	○	○
Speak a second language fluently	○	○	○
Break 100 in golf	○	○	○
Water-ski	○	○	○
Ski on snow	○	○	○
Sight-read piano music	○	○	○
Read music (singing)	○	○	○
Identify at least fifteen species of birds on sight	○	○	○
Referee one or more sporting events	○	○	○
Recite long passages from plays or poems without notes	○	○	○
Identify or describe examples from several architectural styles	○	○	○
Sail a boat	○	○	○
Identify most of the major constellations of stars	○	○	○
Use a sewing machine	○	○	○
Use Robert's Rules of Order	○	○	○
Mix a dry Martini	○	○	○
Set a table for a formal party	○	○	○
Name the starting players for a professional athletic team	○	○	○
Score a tennis match	○	○	○
Identify many classical musical compositions by title and composer	○	○	○
Program a computer	○	○	○
Use a slide rule	○	○	○
Swim a mile without stopping	○	○	○
Name the animal phyla	○	○	○
Describe the difference between stocks and bonds	○	○	○
Develop and print photographs (darkroom work)	○	○	○
Bake a cake from scratch (no mixes)	○	○	○
Describe the personal freedoms guaranteed by the Bill of Rights	○	○	○
Do at least 15 push-ups	○	○	○

18. What is your best guess as to the chances that you will: (Mark one in each row)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Get married while in college?	○	○	○	○
Get married within a year after college?	○	○	○	○
Obtain an A- or better over-all grade point average?	○	○	○	○
Change major field?	○	○	○	○
Change career choice?	○	○	○	○
Fail one or more courses?	○	○	○	○
Graduate with honors?	○	○	○	○
Be elected to a student office?	○	○	○	○
Join a social fraternity, sorority, or club?	○	○	○	○
Author or co-author a published article?	○	○	○	○
Be elected to an academic honor society?	○	○	○	○
Participate in student protests or demonstrations?	○	○	○	○
Drop out of this college temporarily (exclude transferring)?	○	○	○	○
Drop out permanently (exclude transferring)?	○	○	○	○
Transfer to another college before graduating?	○	○	○	○

19. Mark one in each column:

	Your current home state	Your birthplace	Your father's birthplace	Your mother's birthplace
Alabama	○	○	○	○
Alaska	○	○	○	○
Arizona	○	○	○	○
Arkansas	○	○	○	○
California	○	○	○	○
Colorado	○	○	○	○
Connecticut	○	○	○	○
Delaware	○	○	○	○
D.C.	○	○	○	○
Florida	○	○	○	○
Georgia	○	○	○	○
Hawaii	○	○	○	○
Idaho	○	○	○	○
Illinois	○	○	○	○
Indiana	○	○	○	○
Iowa	○	○	○	○
Kansas	○	○	○	○
Kentucky	○	○	○	○
Louisiana	○	○	○	○
Maine	○	○	○	○
Maryland	○	○	○	○
Massachusetts	○	○	○	○
Michigan	○	○	○	○
Minnesota	○	○	○	○
Mississippi	○	○	○	○
Missouri	○	○	○	○
Montana	○	○	○	○
Nebraska	○	○	○	○
Nevada	○	○	○	○
New Hampshire	○	○	○	○
New Jersey	○	○	○	○
New Mexico	○	○	○	○
New York	○	○	○	○
North Carolina	○	○	○	○
North Dakota	○	○	○	○
Ohio	○	○	○	○
Oklahoma	○	○	○	○
Oregon	○	○	○	○
Pennsylvania	○	○	○	○
Rhode Island	○	○	○	○
South Carolina	○	○	○	○
South Dakota	○	○	○	○
Tennessee	○	○	○	○
Texas	○	○	○	○
Utah	○	○	○	○
Vermont	○	○	○	○
Virginia	○	○	○	○
Washington	○	○	○	○
West Virginia	○	○	○	○
Wisconsin	○	○	○	○
Wyoming	○	○	○	○
Other U.S.	○	○	○	○
Canada	○	○	○	○
Latin America	○	○	○	○
Europe	○	○	○	○
Other	○	○	○	○

20. Mark only three responses, one in each column.

Your probable career occupation.
Your father's occupation.
Your mother's occupation.
(Y) (F) (M)

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

	Y	F	M
Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesman or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Housewife	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpretor (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney)	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher (elementary)	Y	F	M
Teacher (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	

21. Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

(1) First choice (your probable major field of study).
(2) Second choice.
(L) The field of study which is least appealing to you.

	1	2	L
ARTS AND HUMANITIES			
Architecture	1	2	L
English (literature)	1	2	L
Fine arts	1	2	L
History	1	2	L
Journalism (writing)	1	2	L
Language (modern)	1	2	L
Language (other)	1	2	L
Music	1	2	L
Philosophy	1	2	L
Speech and drama	1	2	L
Theology	1	2	L
Other	1	2	L
BIOLOGICAL SCIENCE			
Biology (general)	1	2	L
Biochemistry	1	2	L
Biophysics	1	2	L
Botany	1	2	L
Zoology	1	2	L
Other	1	2	L
BUSINESS			
Accounting	1	2	L
Business admin	1	2	L
Electronic data processing	1	2	L
Secretarial studies	1	2	L
Other	1	2	L
ENGINEERING			
Aeronautical	1	2	L
Civil	1	2	L
Chemical	1	2	L
Electrical	1	2	L
Industrial	1	2	L
Mechanical	1	2	L
Other	1	2	L
PHYSICAL SCIENCE			
Chemistry	1	2	L
Earth science	1	2	L
Mathematics	1	2	L
Physics	1	2	L
Statistics	1	2	L
Other	1	2	L
PROFESSIONAL			
Health Technology (medical, dental, laboratory)	1	2	L
Nursing	1	2	L
Pharmacy	1	2	L
Predentistry	1	2	L
Prelaw	1	2	L
Premedical	1	2	L
Preveterinary	1	2	L
Therapy (occupat., physical, speech)	1	2	L
Other	1	2	L
SOCIAL SCIENCE			
Anthropology	1	2	L
Economics	1	2	L
Education	1	2	L
History	1	2	L
Political science (government, int. relations)	1	2	L
Psychology	1	2	L
Social work	1	2	L
Sociology	1	2	L
Other	1	2	L
OTHER FIELDS			
Agriculture	1	2	L
Communications (radio, T.V., etc.)	1	2	L
Electronics (technology)	1	2	L
Forestry	1	2	L
Home economics	1	2	L
Industrial arts	1	2	L
Library science	1	2	L
Military science	1	2	L
Physical education and recreation	1	2	L
Other (technical)	1	2	L
Other (nontechnical)	1	2	L
Undecided	1	2	L

Please be sure that only three circles have been marked in the above list.

22. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark "F." If you engaged in an activity one or more times, but not frequently, mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	F	O	N
Came late to class	F	O	N
Played a musical instrument	F	O	N
Studied in the library	F	O	N
Checked out a book or journal from the school library	F	O	N
Arranged a date for another student	F	O	N
Overslept and missed a class or appointment	F	O	N
Typed a homework assignment	F	O	N
Participated in organized demonstrations	F	O	N
Failed to complete a homework assignment on time	F	O	N
Argued with a teacher in class	F	O	N
Was a guest in a teacher's home	F	O	N
Rode on a motorcycle	F	O	N
Slept or dozed in class	F	O	N
Studied with other students	F	O	N
Did extra (unassigned) reading for a course	F	O	N
Took sleeping pills	F	O	N
Tutored another student	F	O	N
Played chess	F	O	N
Saw a foreign movie	F	O	N
Took a tranquilizing pill	F	O	N
Discussed religion	F	O	N
Took vitamins	F	O	N
Visited an art gallery or museum	F	O	N
Took a trip of more than 500 miles	F	O	N
Got a traffic ticket	F	O	N
Missed school because of illness	F	O	N
Smoked cigarettes	F	O	N
Discussed politics	F	O	N
Played tennis	F	O	N
Drank beer	F	O	N
Played bridge	F	O	N
Discussed sports	F	O	N
Asked a teacher for advice after class	F	O	N
Had vocational counseling	F	O	N
Stayed up all night	F	O	N

23. Indicate the importance to you personally of the following persons or events in your decision to enroll in this college. (Mark one for each item)

	Major Influence	Minor Influence	Not Relevant
Parent or other relative	O	O	O
High school teacher or counselor	O	O	O
Friends attending this college	O	O	O
Graduate or other representative from this college	O	O	O
Professional counseling or college placement service	O	O	O
Athletic program of the college	O	O	O
Other extracurricular activities	O	O	O
Social life of the college	O	O	O
Opportunity to live away from home	O	O	O
Low cost	O	O	O
Academic reputation of the college	O	O	O
Most of the students are like me	O	O	O
Religious affiliation	O	O	O

24. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject in my subject field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Becoming an accomplished musician (performer or composer)	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming an outstanding athlete	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N

25. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College faculty are more competent than are students to specify the curriculum	O	O	O	O
The activities of married women are best confined to the home and family	O	O	O	O
Parents should be discouraged from having large families	O	O	O	O
Colleges would be improved if organized sports were de-emphasized	O	O	O	O
Scientists should publish their findings regardless of the possible consequences	O	O	O	O
Realistically, an individual person can do little to bring about changes in our society	O	O	O	O
The chief benefit of a college education is that it increases one's earning power	O	O	O	O
My beliefs and attitudes are similar to those of most other college students	O	O	O	O
Faculty promotions should be based in part on student evaluations	O	O	O	O
Student publications should be cleared by college officials	O	O	O	O
Women should be subject to the draft	O	O	O	O
The voting age should be lowered to 18	O	O	O	O
College officials have the right to ban persons with extreme views from speaking on campus	O	O	O	O
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	O	O	O	O
Most college officials have been too lax in dealing with student protests on campus	O	O	O	O

Prepared by Office of Research, American Council on Education 1785 Massachusetts Ave., N.W. Washington, D.C. Processed By National Computer Systems 1015 South 6th Street Mpls., Minn. 55415

AMERICAN COUNCIL ON EDUCATION

ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

JULY, 1971

If there are any errors in the address label to the left, mark this circle →○ and enter your correct name and address in the spaces below.

Your Last Name | First Name | Init.

Street Address

City & State | Zip Code

Dear Member of Our Survey Panel:

When you first entered college in 1967, you completed a brief information form indicating your educational and career plans. That was the first part of a nationwide survey of what happens to people after they enter college. Now that you have had some college experience, we should greatly appreciate your completing this brief questionnaire and returning it to us in the enclosed envelope. We are interested in your responses even if you attended college for only a very short time. The information you provide will be coded so that you will remain anonymous, and will be used for research purposes only, with your responses held in strict professional confidence. Since we are following up only a limited sample, your participation is very important. Thank you.

Sincerely yours,

Logan Wilson

Logan Wilson, President

MAKE NO MARKS HERE

0	0	0	0	0		0	0	0	0	0	0
1	1	1	1	1		1	1	1	1	1	1
2	2	2	2	2		2	2	2	2	2	2
3	3	3	3	3		3	3	3	3	3	3
4	4	4	4	4		4	4	4	4	4	4
5	5	5	5	5		5	5	5	5	5	5
6	6	6	6	6		6	6	6	6	6	6
7	7	7	7	7		7	7	7	7	7	7
8	8	8	8	8		8	8	8	8	8	8
9	9	9	9	9		9	9	9	9	9	9

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated:

Use only black lead pencil (No. 2½ or softer).
Make heavy black marks that fill the circle completely.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

EXAMPLE: Will marks made with ball point pen or fountain pen be properly read? Yes ○ No ●

1. Please indicate which of the following applied to you during the period, Jan.–June, 1971, and which you expect to apply during the period, Sept.–Dec., 1971. (Mark as many as apply)

	Jan.-June	Sep.-Dec.
Attending college, full time (undergraduate)	○	○
Attending college, part time (undergraduate)	○	○
Attending graduate school	○	○
Having a temporary college interruption (illness, etc.)	○	○
Attending night school, adult education	○	○
Attending a school other than a college or university	○	○
Working part time	○	○
Working full time	○	○
In military service, active duty	○	○
Being a housewife	○	○
Being unemployed, looking for a job	○	○
Being unemployed, not looking for a job	○	○

2. Who will be your employer this fall? Whom do you expect to be your long-run career employer? (Mark as many as apply)

	During Fall, 1971	Long-run Career Employer
Government:		
Federal (incl. military)	○	○
State and local	○	○
Education:		
Preschool and/or kindergarten	○	○
Elementary school	○	○
Junior high school	○	○
Senior high school	○	○
Junior or community college	○	○
Four-year college or university	○	○
Other non-profit organizations:		
Hospital, clinic	○	○
Social welfare or community agency	○	○
Church	○	○
Other non-profit organization	○	○
Business, industry and services:		
Self-employed	○	○
Small company (up to 1000 employees)	○	○
Large company (more than 1000 employees)	○	○
Other (incl. student, housewife)	○	○
None (do not plan to work)	○	○

3. Which of the following job activities do you expect to be doing:

A. in the fall of 1971?
B. in your long-run career?

(Mark as many as apply)

	Fall, 1971	Long-run Career
Teaching	Ⓐ	Ⓑ
Research	Ⓐ	Ⓑ
Administration	Ⓐ	Ⓑ
Sales	Ⓐ	Ⓑ
Service to clients or patients	Ⓐ	Ⓑ
None of the above (e.g., studying, homemaking)	Ⓐ	Ⓑ

4. What is your probable career occupation? (Mark one)

- ◯ Accountant or actuary
- ◯ Actor or entertainer
- ◯ Architect
- ◯ Artist
- ◯ Business (clerical)
- ◯ Business executive
- ◯ Business owner or proprietor
- ◯ Business salesman or buyer
- ◯ Clergyman (minister, priest)
- ◯ Clergy (other religious)
- ◯ Clinical psychologist
- ◯ College teacher
- ◯ Computer programmer
- ◯ Conservationist or forester
- ◯ Dentist (including orthodontist)
- ◯ Dietitian or home economist
- ◯ Engineer
- ◯ Farmer or rancher
- ◯ Foreign Service worker (including diplomat)
- ◯ Housewife
- ◯ Interior decorator/designer
- ◯ Interpreter (translator)
- ◯ Lab technician or hygienist
- ◯ Law enforcement officer
- ◯ Lawyer (attorney)
- ◯ Military service (career)
- ◯ Musician (performer, composer)
- ◯ Nurse
- ◯ Optometrist
- ◯ Pharmacist
- ◯ Physician
- ◯ School counselor
- ◯ School principal/superintendent
- ◯ Scientific researcher
- ◯ Social worker
- ◯ Statistician
- ◯ Therapist (physical, occupational, speech)
- ◯ Teacher (elementary)
- ◯ Teacher (secondary)
- ◯ Veterinarian
- ◯ Writer or journalist
- ◯ Skilled trades
- ◯ Other
- ◯ Undecided

5. Where will you most likely be living and working in the fall of 1971? (Mark one in each column)

	Living	Working
On a farm	L	W
In a small town	L	W
In a moderate or large size town or city	L	W
In a metropolitan area, central city	L	W
● In a metropolitan area, ● suburb	L	W

6. How important are each of the following reasons for your career choice? (Mark one in each row)

	Very Important	Somewhat Important	Not Important
Job openings are generally available	V	S	N
I enjoy working with the kind of people involved	V	S	N
This is a well-paying career	V	S	N
Persons in this career are less vulnerable to military service	V	S	N
This choice satisfies my parents' hopes	V	S	N
I feel this enables me to make an important contribution to society	V	S	N
There are opportunities for rapid career advancement	V	S	N
There are opportunities for freedom of action	V	S	N

7. How have you financed your college and living expenses as an undergraduate? If you plan to attend graduate school, how do you expect to finance it? (Mark as many as apply)

Sources	Undergraduate	Graduate
Support from your parents	U	G
Support from your spouse	U	G
Federal scholarship, fellowship, or grant	U	G
State scholarship, fellowship, or grant	U	G
Other scholarship, fellowship, or grant	U	G
Federal loan	U	G
Other loan	U	G
College work-study program	U	G
Research assistantship	U	G
Teaching assistantship	U	G
Employment	U	G
Other sources (savings, etc.)	U	G

8. Which of the following have you done since entering college in 1967? (Mark as many as apply)

- Got married ◯
- Changed major field ◯
- Changed career choice ◯
- Failed one or more courses ◯
- Graduated with honors ◯
- Was elected to a student office ◯
- Joined a social fraternity, sorority, or club ◯
- Authored or co-authored a published article ◯
- Was elected to an academic honor society ◯
- Participated in student protests or demonstrations ◯
- Dropped out of college temporarily (exclude transferring) ◯
- Dropped out of college permanently ◯
- Transferred to another college before graduating ◯

9. What is the highest degree you now hold and what are your future degree plans? (Mark one in each column)

	A. Now hold	B. Plan to get before 1973	C. Plan to get 1973–1975	D. Plan to get after 1975
None	A	B	C	D
Associate (or equivalent) (A.A., A.S., etc.)	A	B	C	D
Bachelor's Degree (A.B., B.A., B.S., etc.)	A	B	C	D
Master's Degree (M.A., M.S., etc.)	A	B	C	D
Ph.D. or Ed.D.	A	B	C	D
M.D., D.D.S., D.V.M. or D.O.	A	B	C	D
LL.B. or J.D. (Law)	A	B	C	D
B.D. (Divinity)	A	B	C	D
Other	A	B	C	D

10. How often have you discussed vocational and career plans or a possible change in major field with each of the following persons? (Mark one in each row)

	Frequently	Occasionally	Never
College advisor	F	O	N
Academic dean	F	O	N
Residence hall counselor	F	O	N
Guidance counselor	F	O	N
Friend	F	O	N
Professor or instructor	F	O	N
Placement counselor or director	F	O	N
Family member or spouse	F	O	N
Dean of men or women	F	O	N
Counselor in non-university agency	F	O	N
Person employed in my intended field	F	O	N
Other	F	O	N

11. What was your undergraduate grade-point average for the entire time you attended college? (Mark one in each column)

	A. Over-all	B. In major subject
3.75–4.00 (A or A+)	A	B
3.25–3.74 (A- or B+)	A	B
2.75–3.24 (B)	A	B
2.25–2.74 (B- or C+)	A	B
1.75–2.24 (C)	A	B
1.25–1.74 (C- or D+)	A	B
Less than 1.25 (D or less)	A	B

12. Below is a list of 66 different academic fields grouped into general categories. Mark only three of the 66 fields as follows:

① Current or last undergraduate major field of study
② Current or last undergraduate minor field of study
Ⓖ Graduate major field (complete if you are enrolled, or plan to enroll, in graduate studies; otherwise, omit)

Arts and Humanities
① ② Ⓖ Architecture
① ② Ⓖ English (literature)
① ② Ⓖ Fine arts
① ② Ⓖ History
① ② Ⓖ Journalism (writing)
① ② Ⓖ Language (modern)
① ② Ⓖ Language (other)
① ② Ⓖ Music
① ② Ⓖ Philosophy
① ② Ⓖ Speech and drama
① ② Ⓖ Theology
① ② Ⓖ Other

Biological Science
① ② Ⓖ Biology (general)
① ② Ⓖ Biochemistry
① ② Ⓖ Biophysics
① ② Ⓖ Botany
① ② Ⓖ Zoology
① ② Ⓖ Other

Business
① ② Ⓖ Accounting
① ② Ⓖ Business Admin.
① ② Ⓖ Electronic Data Processing
① ② Ⓖ Secretarial studies
① ② Ⓖ Other

Engineering
① ② Ⓖ Aeronautical
① ② Ⓖ Civil
① ② Ⓖ Chemical
① ② Ⓖ Electrical
① ② Ⓖ Industrial
① ② Ⓖ Mechanical
① ② Ⓖ Other

Physical Science
① ② Ⓖ Chemistry
① ② Ⓖ Earth Science
① ② Ⓖ Mathematics
① ② Ⓖ Physics
① ② Ⓖ Statistics
① ② Ⓖ Other

Professional
① ② Ⓖ Health Technology (medical, dental, laboratory)
① ② Ⓖ Nursing
① ② Ⓖ Pharmacy
① ② Ⓖ Predentistry
① ② Ⓖ Prelaw
① ② Ⓖ Premedical
① ② Ⓖ Preveterinary
① ② Ⓖ Therapy (occupat., physical, speech)
① ② Ⓖ Other

Social Science
① ② Ⓖ Anthropology
① ② Ⓖ Economics
① ② Ⓖ Education
① ② Ⓖ History
① ② Ⓖ Political science (government, int. relations)
① ② Ⓖ Psychology
① ② Ⓖ Social work
① ② Ⓖ Sociology
① ② Ⓖ Other

Other Fields
① ② Ⓖ Agriculture
① ② Ⓖ Communications (radio, T.V., etc.)
① ② Ⓖ Electronics (technology)
① ② Ⓖ Forestry
① ② Ⓖ Home economics
① ② Ⓖ Industrial arts
① ② Ⓖ Library science
① ② Ⓖ Military science
① ② Ⓖ Physical education and recreation
① ② Ⓖ Other (technical)
① ② Ⓖ Other (nontechnical)
① ② Ⓖ Undecided

Please be sure that only three circles have been marked in the above list.

13. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College faculty are more competent than are students to specify the curriculum	○	○	○	○
The activities of married women are best confined to the home and family	○	○	○	○
Parents should be discouraged from having large families	○	○	○	○
Colleges would be improved if organized sports were de-emphasized	○	○	○	○
Scientists should publish their findings regardless of the possible consequences	○	○	○	○
Realistically, an individual person can do little to bring about changes in our society	○	○	○	○
The chief benefit of a college education is that it increases one's earning power	○	○	○	○
My beliefs and attitudes are similar to those of most other people my age	○	○	○	○
Faculty promotions should be based in part on student evaluations	○	○	○	○
Student publications should be cleared by college officials	○	○	○	○
Women should be subject to the draft	○	○	○	○
College officials have the right to ban persons with extreme views from speaking on campus	○	○	○	○
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	○	○	○	○
Most college officials have been too lax in dealing with student protests on campus	○	○	○	○
Open admissions (admitting anyone who applies) should be adopted by all publicly-supported colleges	○	○	○	○
Even if it employs open admissions, a college should award degrees based on the same performance standards for all students	○	○	○	○
Open admissions is a good idea because it equalizes opportunities for higher education	○	○	○	○
Open admissions is okay, but the students who have high school deficiencies or poor marks should attend separate colleges	○	○	○	○
Open admissions is a good idea because it offers many students a chance	○	○	○	○
Open admissions lowers the value of a degree	○	○	○	○
Open admissions lowers the reputation of a college	○	○	○	○
Open admissions discourages applications from outstanding high school graduates	○	○	○	○
A student's grades should not be revealed to anyone off campus without his consent	○	○	○	○
Students should be more militant in defending their interests	○	○	○	○
Students who disrupt the functioning of a college should be expelled or suspended	○	○	○	○
Much of what is taught at college is irrelevant to what is going on in the outside world	○	○	○	○
Most faculty are strongly interested in the academic problems of undergraduates	○	○	○	○
Colleges should be actively engaged in solving social problems	○	○	○	○
Most rules governing student behavior at college are sensible	○	○	○	○
Most professors don't do much to earn their pay	○	○	○	○

14. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject in my subject field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Becoming an accomplished musician (performer or composer)	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming an outstanding athlete	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Having opportunities to be original and creative	E	V	S	N
Having a stable, secure future	E	V	S	N
Being free from supervision in my work	E	V	S	N
Having opportunities to be useful to society	E	V	S	N
Having a chance to exercise leadership	E	V	S	N
Living and working in the world of ideas	E	V	S	N
Working with people rather than things	E	V	S	N
Avoiding a high-pressure job	E	V	S	N

15. How many college credit hours of work have you had in the following subjects? (Mark one in each row)

	None	1–4	5–8	9–15	16–27	More Than 27
Physical sciences	○	○	○	○	○	○
Biological sciences	○	○	○	○	○	○
Mathematics	○	○	○	○	○	○
Social sciences	○	○	○	○	○	○
Arts and humanities	○	○	○	○	○	○
Education	○	○	○	○	○	○
Elementary school practice teaching	○	○	○	○	○	○
Secondary school practice teaching	○	○	○	○	○	○

16. Undergraduate education in America would be improved if: (Mark as many as apply)

- All courses were elective ○
- Grades were abolished ○
- Course work were more relevant to contemporary life and problems ○
- More attention were paid to the emotional growth of students ○
- Students were required to spend a year in community service in the U. S. or abroad ○
- The college were governed completely by its faculty and students ○
- There were less emphasis on specialized training and more on broad liberal education ○

NOTE: IF YOU ARE (OR PLAN TO BE AT ANY TIME) AN ELEMENTARY OR SECONDARY SCHOOL TEACHER, PLEASE ANSWER THE FOLLOWING ITEMS. (Otherwise, you have finished; please return your questionnaire in the envelope provided. Thank you.)

17A. When do you plan (or hope) to start teaching? (Mark one)

- I have already started on a full-time job (skip to item 18) ○
- I have already started on a part-time job (skip to item 18) ○
- This year, on a full-time basis ○
- This year, on a part-time basis ○
- In one to three years ○
- Some time later ○

B. Have you applied for a teaching position? (Mark one)

- Yes, to one school system and received a contract ○
- Yes, to more than one school system and received a contract ○
- Yes, to one school system, but received no contract ○
- Yes, to more than one school system, but received no contract ○
- No, because I am not yet qualified ○
- No, because I know that teaching jobs are scarce ○
- No, for other reasons ○

18. How long a teaching career do you anticipate? (Mark one)

- Less than two years ○
- Two to five years ○
- More than five years, but not the rest of my working life ○
- Most of my working life ○

19. Which of the following kinds of pupils do you expect to be in the majority of those you teach on your first job? Which would you most prefer to teach? (Mark one in each column)

	Expect To Teach	Prefer To Teach
White/Caucasian	E	P
Black/Negro/Afro-American	E	P
American Indian	E	P
Oriental	E	P
Mexican-American/Chicano	E	P
Puerto Rican	E	P
Other	E	P
Don't know	E	P

20. Which of the following kinds of pupils are you trained to teach, expect to teach, prefer to teach, and feel prepared to teach? (Mark as many as apply)

Trained	Expect	Prefer	Feel Prepared	
T	E	P	F	Mentally retarded children
T	E	P	F	Physically handicapped children
T	E	P	F	Emotionally disturbed children
T	E	P	F	Exceptionally bright children
T	E	P	F	Highly creative children
T	E	P	F	Socially/economically disadvantaged children
T	E	P	F	Bilingual children
T	E	P	F	Preschool children
T	E	P	F	Adults
T	E	P	F	None of the above

APPENDIX B

Selected Responses of 1967 Freshmen to the Freshman and Followup Questionnaires, by Sex, High School Grade-Point Average, and Type of Institution in Which Originally Enrolled

Table B1

Selected Responses of 1967 Freshmen to the Freshman Questionnaire, by Sex, High School Grade-Point Average, and Type of Institution in Which Originally Enrolled

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
DEMOGRAPHIC BACKGROUND																		
Sex:	77.2	22.8	100.0	54.7	45.3	100.0	69.2	30.8	100.0	45.8	54.2	100.0	73.0	27.0	100.0	47.5	52.5	100.0
Age:																		
16 or younger	.1	.0	.1	.2	.0	.1	.0	.1	.0	.4	.3	.3	.0	.1	.1	.2	.0	.1
17	2.8	4.0	3.0	5.2	5.4	5.3	2.2	3.7	2.7	6.1	8.1	7.2	2.3	2.8	2.4	3.2	3.4	3.3
18	72.0	77.5	73.3	82.2	84.5	83.2	73.6	83.6	76.7	81.5	83.7	82.7	59.4	73.6	63.2	71.1	78.9	75.2
19	18.1	16.0	17.6	11.3	8.8	10.2	17.7	9.8	15.3	10.0	6.7	8.2	24.7	14.7	22.0	19.0	12.5	15.6
20	1.6	1.1	1.5	.5	.5	.5	3.0	1.4	2.5	.8	.4	.6	3.8	2.7	3.5	1.7	.8	1.2
21	1.1	.7	1.0	.2	.1	.1	1.5	.4	1.1	.4	.1	.2	1.7	.8	1.5	.6	.2	.4
Over 21	4.4	.6	3.5	.5	.8	.6	2.0	1.0	1.7	.8	.7	.7	8.1	5.3	7.3	4.2	4.2	4.2
Race:																		
Caucasian	92.1	89.9	91.6	94.5	92.9	93.8	83.8	80.1	82.7	89.6	88.0	88.8	89.2	84.4	87.9	86.8	89.8	88.4
Negro	2.3	2.1	2.3	.9	1.8	1.4	8.8	14.2	10.4	6.5	7.9	7.3	1.7	5.9	2.8	2.4	3.2	2.8
American Indian	.3	.4	.3	.2	.7	.4	1.0	1.2	1.1	.2	.3	.3	.6	.7	.6	.4	1.4	.9
Oriental	.3	.8	.4	1.5	.9	1.2	.7	.3	.6	1.1	.9	1.0	1.0	.4	.8	2.4	.3	1.3
Other	4.9	6.7	5.3	2.9	3.6	3.2	5.7	4.2	5.2	2.6	2.8	2.7	7.6	8.6	7.9	8.0	5.2	6.5
Religion reared:																		
Protestant	56.7	59.2	57.2	57.6	63.7	60.4	50.6	58.4	53.0	51.7	54.7	53.3	43.7	46.2	44.4	48.2	47.3	47.7
Roman Catholic	26.6	23.6	25.9	26.2	22.1	24.3	36.0	30.8	34.4	34.2	32.7	33.3	39.8	40.9	40.1	35.6	39.9	37.9
Jewish	6.4	9.3	7.1	8.7	8.7	8.7	4.3	2.3	3.7	7.5	6.7	7.0	3.8	2.1	3.4	3.1	1.2	2.1
Other	8.1	4.3	7.2	5.3	3.7	4.5	7.8	6.7	7.4	4.6	4.2	4.4	10.4	9.5	10.1	10.9	10.4	10.6
None	2.2	3.6	2.5	2.2	1.9	2.0	1.3	1.8	1.5	2.1	1.8	1.9	2.4	1.2	2.1	2.2	1.2	1.7

[a]Students with high school grade point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B1 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Parents' annual income:																		
Less than $4,000	2.8	1.4	2.5	3.2	2.6	3.0	4.6	4.5	4.6	5.5	4.8	5.2	4.6	5.6	4.9	5.0	5.7	5.4
$4,000-$5,999	6.8	3.7	6.1	7.2	7.1	7.1	9.2	10.1	9.4	10.5	9.4	9.9	11.1	9.1	10.6	13.4	11.9	12.6
$6,000-$7,999	12.6	10.7	12.2	13.2	9.7	11.6	13.2	10.2	12.3	15.7	12.6	14.0	17.0	10.4	15.3	18.5	15.5	16.9
$8,000-$9,999	15.5	11.6	14.6	16.1	12.6	14.5	17.2	8.3	14.5	16.5	13.4	14.9	18.0	12.0	16.4	16.2	14.0	15.1
$10,000-$14,999	23.8	17.8	22.5	25.7	19.7	23.0	24.5	19.5	23.0	24.3	19.3	21.6	21.8	17.4	20.6	23.6	15.9	19.5
$15,000-$19,999	7.5	9.0	7.9	10.1	10.1	10.1	8.6	7.0	8.1	8.7	8.2	8.4	7.5	4.2	6.7	6.1	5.0	5.5
$20,000-$24,999	4.8	4.9	4.8	5.6	4.9	5.3	3.0	3.2	3.1	4.0	3.3	3.7	2.8	3.2	2.9	1.9	1.6	1.8
$25,000-$29,999	2.9	3.0	2.9	3.1	2.4	2.8	1.3	1.5	1.4	1.7	1.9	1.8	1.0	1.1	1.0	.3	.6	.5
$30,000 or more	7.1	3.6	6.3	5.3	4.3	4.9	3.6	3.0	3.4	3.1	3.2	3.2	1.5	1.8	1.6	1.7	.8	1.3
I have no idea	16.2	34.4	20.3	10.6	26.7	17.8	14.8	32.7	20.2	9.8	23.9	17.4	14.5	35.1	20.0	13.3	28.9	21.5
Father's education																		
Grammar school or less	7.9	9.6	8.3	6.0	5.7	5.9	11.2	10.1	10.9	10.4	9.0	9.7	14.8	13.2	14.4	14.3	14.4	14.4
Some high school	13.8	12.1	13.4	11.4	10.2	10.8	15.8	16.1	15.9	16.6	15.2	15.8	23.1	21.5	22.7	23.4	22.9	23.1
High school graduate	29.1	24.4	28.1	28.8	26.0	27.5	32.8	27.2	31.1	29.6	29.2	29.4	34.1	30.6	33.2	36.1	32.5	34.2
Some college	21.0	20.3	20.8	20.8	20.7	20.8	16.8	19.8	17.7	17.3	17.9	17.6	15.6	19.1	16.5	14.0	16.6	15.3
College degree	18.2	25.5	19.9	20.3	22.4	21.3	15.0	18.3	16.0	16.3	16.8	16.6	8.6	11.2	9.3	9.6	10.6	10.1
Postgraduate degree	10.0	8.2	9.6	12.6	15.0	13.7	8.4	8.5	8.4	9.8	11.8	10.9	3.7	4.3	3.9	2.6	3.0	2.8
Mother's education																		
Grammar school or less	22.4	4.0	2.8	3.3	3.5	3.4	5.3	4.2	4.9	7.0	5.5	6.2	9.3	10.7	9.7	8.4	9.0	8.7
Some high school	11.1	13.4	11.7	9.3	8.2	8.7	15.6	14.3	15.2	13.5	12.1	12.7	18.3	22.9	19.5	20.3	20.5	20.4
High school graduate	45.9	41.8	44.9	42.9	38.3	40.8	47.4	43.6	46.2	44.5	42.0	43.1	47.6	35.4	44.3	47.1	42.8	44.8
Some college	22.7	20.7	22.2	22.8	27.6	24.9	17.4	23.5	19.3	17.8	18.5	18.2	15.5	19.3	16.5	15.9	17.3	16.6
College degree	15.8	18.2	16.4	18.2	18.7	18.4	12.0	11.7	11.9	14.4	17.6	16.1	8.2	10.4	8.8	7.1	8.9	8.1
Postgraduate degree	2.0	2.0	2.0	3.6	3.8	3.7	2.3	2.7	2.4	2.9	4.3	3.6	1.1	1.3	1.2	1.2	1.6	1.4

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B1 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Father's occupation:																		
Artist (incl. performer)	.7	.8	.7	.7	1.3	1.0	1.0	1.6	1.2	.8	.9	.9	.9	.1	.7	1.4	.4	.8
Businessman	36.5	38.4	36.9	36.3	34.4	35.4	31.5	30.7	31.2	30.4	30.9	30.7	25.7	25.7	25.7	21.9	24.4	23.2
Clergyman	.7	.0	.5	.4	1.0	.7	.7	.8	.7	1.0	1.2	1.1	.8	.6	.7	.8	.5	.6
College teacher	.7	.8	.7	.8	1.3	1.1	.6	.2	.5	.8	.9	.9	.1	.3	.2	.1	.3	.2
Doctor (M.D. or D.D.S.)	2.0	2.7	2.2	3.2	3.7	3.4	1.8	2.7	2.1	1.9	2.5	2.2	.6	.7	.7	.3	.7	.6
Educator (secondary)	2.0	1.6	1.9	2.6	2.2	2.4	2.0	1.0	1.7	2.3	3.1	2.8	1.4	.6	1.2	1.1	1.4	1.3
Elementary teacher	.0	.0	.0	.4	.4	.4	.7	.1	.5	.3	.4	.4	.1	.5	.2	.1	.1	.1
Engineer	7.5	5.4	7.0	7.8	8.6	8.2	6.7	7.9	7.1	6.6	6.3	6.4	5.5	5.8	5.6	6.2	7.1	6.7
Farmer or Forester	7.4	5.4	7.0	7.6	7.6	7.6	4.7	4.1	4.5	5.8	5.8	5.8	7.1	5.3	6.6	9.9	7.0	8.4
Health professional (non-M.D.)	.6	1.5	.8	1.0	1.5	1.2	1.1	.4	.9	1.4	1.0	1.1	.6	.4	.6	1.7	1.4	1.6
Lawyer	1.8	1.7	1.8	1.5	1.7	1.6	1.3	1.3	1.3	1.3	1.7	1.5	.1	.7	.3	.3	.2	.2
Military career	3.0	2.0	2.7	1.8	1.9	1.9	1.1	2.3	1.4	1.3	1.4	1.3	1.2	1.7	1.4	.9	1.2	1.1
Research scientist	.2	.0	.1	.7	1.2	.9	.3	.1	.3	.6	.5	.6	.9	.2	.7	.3	.3	.3
Skilled worker	10.3	10.8	10.4	11.1	10.4	10.8	12.1	9.2	11.2	13.8	11.7	12.7	15.4	17.5	16.0	18.2	16.4	17.2
Semi-skilled worker	5.3	5.1	5.3	6.5	4.5	5.6	10.1	8.6	9.7	9.9	7.1	8.4	12.1	10.7	11.7	13.0	11.0	11.9
Unskilled worker	2.5	.6	2.0	2.6	1.9	2.3	4.9	5.5	5.1	4.0	4.0	4.0	6.2	4.2	5.7	4.1	4.1	4.1
Unemployed	.9	1.2	1.0	.5	.5	.5	1.3	.5	1.1	.9	.7	.8	.8	.8	.8	.7	1.0	.9
Other	17.9	19.1	18.2	14.5	15.9	15.1	18.1	22.6	19.5	16.9	19.8	18.5	20.0	24.3	21.2	18.7	22.4	20.6

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B1 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
ACADEMIC BACKGROUND																		
Major reasons for deciding to attend this college:																		
Parent or other relative	39.3	44.9	40.6	40.6	47.8	43.9	43.4	50.8	45.7	42.7	46.8	44.9	45.6	45.5	45.6	45.0	52.6	49.0
High school teacher or counselor	16.0	15.2	15.8	19.4	18.7	19.1	28.8	18.7	25.7	25.1	23.1	24.0	22.1	22.5	22.2	25.5	20.6	22.9
Friends attending this college	19.8	20.3	19.9	15.9	19.4	17.5	15.9	18.4	16.7	14.4	17.1	15.9	14.4	13.9	14.3	14.4	15.4	14.9
Graduate or college representative	8.3	10.9	8.9	12.2	11.9	12.1	15.4	13.8	14.9	15.8	16.2	16.0	8.3	10.9	9.0	7.4	10.7	9.1
Counseling or placement service	3.5	2.0	3.2	3.3	3.1	3.2	5.4	4.3	5.1	3.3	3.4	3.3	5.1	6.9	5.6	3.7	5.0	4.4
Athletic program of the college	9.4	.9	7.5	7.6	2.0	5.0	13.3	3.0	10.1	10.1	3.8	6.7	6.5	2.5	5.4	4.8	.6	2.6
Other extracurricular activities	6.4	3.6	5.7	6.4	6.2	6.3	4.9	4.5	4.8	5.0	4.4	4.7	1.8	2.6	2.0	2.6	2.8	2.7
Social life of the college	14.0	10.7	13.3	10.2	10.7	10.4	8.0	9.3	8.4	7.2	7.5	7.4	4.4	4.1	4.3	5.8	4.9	5.3
Chance to live away from home	19.5	20.5	19.7	18.7	25.0	21.6	18.0	20.4	18.7	13.5	20.9	17.6	4.3	10.4	6.0	4.3	6.9	5.7
Low cost	17.1	11.5	15.8	18.4	19.2	18.7	15.4	11.7	14.3	22.1	23.4	22.8	31.0	26.7	29.9	37.4	37.5	37.4
Academic reputation of the college	38.0	37.0	37.8	61.7	60.3	61.1	35.9	43.6	38.3	57.4	58.0	57.7	21.6	29.6	23.7	24.0	32.5	28.4
Most students are like me	7.7	5.7	7.3	8.4	7.1	7.8	9.0	11.6	9.8	9.9	10.8	10.4	9.6	9.7	9.6	7.9	7.1	7.5
Religious affiliation	.9	3.7	1.5	2.7	4.0	3.3	7.2	11.6	8.5	8.0	11.6	10.0	4.2	10.2	5.8	4.8	9.0	7.0

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B1 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of college applications:																		
This college only	50.8	59.5	52.7	45.6	53.4	49.1	42.6	52.8	45.8	38.5	44.2	41.6	62.6	56.0	60.9	64.8	61.6	63.1
Number of college acceptances:																		
This college only	47.7	53.1	48.8	41.4	48.2	44.4	42.7	49.0	44.6	34.6	38.1	36.5	61.7	55.9	60.1	62.1	60.5	61.2
Freshman degree plans:																		
None	2.7	7.6	3.8	1.6	2.3	1.9	2.9	4.2	3.3	2.1	1.6	1.8	7.3	7.6	7.3	4.2	6.0	5.2
Associate (or equivalent)	2.2	8.2	3.6	.9	2.8	1.8	3.2	4.3	3.5	.3	1.2	.8	14.4	35.7	20.2	11.7	29.4	21.0
Bachelor's degree (B.A., B.S.)	41.2	56.5	44.6	25.5	48.5	35.9	43.0	57.7	47.5	23.5	40.9	33.0	42.4	34.7	40.3	39.4	36.2	37.7
Master's degree (M.A., M.S.)	33.4	21.5	30.7	33.3	34.0	33.6	32.9	37.7	31.3	41.9	45.1	43.6	23.7	15.0	21.3	30.1	22.7	26.2
Ph.D. or Ed.D.	9.6	2.2	7.9	21.0	7.4	14.9	9.9	3.5	8.0	20.9	8.1	14.0	5.4	1.4	4.3	7.6	2.3	4.8
M.D., D.D.S., or D.V.M.	6.8	.7	5.4	11.7	3.4	7.9	5.1	.6	3.7	7.8	1.9	4.6	3.1	.6	2.4	3.5	.4	1.9
LL.B. or J.D.	2.7	.0	2.1	4.5	.3	2.6	1.3	.1	.9	2.4	.3	1.3	.2	.0	.2	1.3	.3	.7
B.D.	.4	.0	.3	.3	.1	.2	1.1	.1	.8	.2	.0	.1	.4	.5	.4	.3	.2	.2
Other	1.0	3.3	1.6	1.3	1.2	1.2	.7	1.7	1.0	1.0	.7	.8	3.1	4.5	3.5	1.8	2.5	2.2
Concern about financing education:																		
None	40.0	45.6	41.3	32.7	34.8	33.6	35.1	38.6	36.1	31.3	30.7	31.0	33.9	45.2	37.0	29.9	33.6	31.8
Some concern	52.5	45.8	51.0	59.8	56.1	58.2	56.3	53.0	55.3	62.1	60.2	61.1	58.0	47.5	55.2	61.4	57.9	59.6
Major concern	7.5	8.6	7.8	7.5	9.1	8.2	8.6	8.4	8.6	6.6	9.1	7.9	8.1	7.3	7.9	8.7	8.5	8.6

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B2
Selected Responses of 1967 Freshmen to the 1971 Followup Questionnaire, by Sex, High School Grade-Point Average and Type of Institution in Which Originally Enrolled

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
PLANS AND STATUS FOUR YEARS LATER																		
Student status in Jan.-June, 1971:																		
Full-time student	58.8	43.5	55.3	78.6	64.4	72.1	59.7	50.9	57.0	77.7	69.3	73.2	34.0	26.9	32.1	49.1	37.1	42.8
Part-time student	5.4	5.4	5.4	2.7	4.7	3.6	3.4	5.2	3.9	3.2	3.4	3.3	7.6	6.8	7.4	6.7	6.0	6.4
Working full-time	20.7	34.1	23.7	11.8	20.1	15.6	20.6	25.7	22.2	13.0	17.9	15.7	37.4	41.4	38.4	32.2	39.0	35.8
Activities since entering college:																		
Got married	28.9	38.5	31.0	23.5	37.4	29.8	28.8	35.8	31.0	23.4	32.7	28.4	31.5	38.4	33.4	27.7	41.0	34.7
Changed major field	44.5	47.0	45.1	50.2	43.9	47.4	43.9	36.6	41.7	45.0	38.7	41.6	38.0	25.0	34.5	43.9	29.7	36.4
Changed career choice	45.9	48.8	46.5	46.5	42.6	44.8	44.2	35.8	41.7	44.9	38.3	41.3	39.5	35.3	38.4	41.2	32.7	36.7
Failed one or more courses	60.9	54.9	59.6	38.9	24.5	32.4	56.5	43.0	52.2	38.4	20.8	28.9	42.1	29.7	38.7	35.5	15.7	25.1
Graduated with honors	3.3	2.1	3.0	15.2	19.0	16.9	3.9	2.1	3.4	14.2	17.1	15.8	4.2	3.4	4.0	8.4	13.6	11.1
Was elected to student office	8.6	8.0	8.4	14.4	15.5	14.9	14.8	15.9	15.1	19.4	21.2	20.4	6.9	9.5	7.7	11.9	14.2	13.1
Joined a fraternity, sorority, or club	34.4	24.8	32.2	39.0	36.2	37.7	34.0	30.9	33.1	42.1	38.7	40.3	19.1	23.1	20.2	25.0	27.1	26.1
Authored or co-authored a published article	4.3	3.4	4.1	7.8	5.3	6.6	7.1	4.8	6.4	9.6	6.5	7.9	3.9	2.8	3.6	5.7	3.8	4.7
Was elected to an academic honor society	4.8	.8	3.9	17.8	21.1	19.3	4.2	3.9	4.1	15.7	18.7	17.3	3.6	2.2	3.2	8.6	13.3	11.1
Participated in student protests or demonstrations	24.1	16.2	22.3	32.3	25.5	29.2	24.5	20.1	23.1	30.9	28.4	29.6	14.4	6.7	12.3	14.4	10.6	12.4
Dropped out of college temporarily	37.7	38.0	37.8	20.5	24.2	22.2	32.2	27.1	30.6	19.3	18.9	19.1	44.8	33.0	41.6	33.3	28.2	30.6
Dropped out of college permanently	8.6	18.8	10.9	3.1	7.4	5.0	7.1	19.1	10.8	3.0	7.0	5.2	11.8	19.1	13.8	8.7	13.5	11.3
Transferred to another college before graduating	19.8	22.9	20.5	17.3	19.2	18.2	22.7	22.7	22.7	20.5	22.5	21.6	37.1	27.8	34.6	45.4	38.4	41.7

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Grade-Point average in major field:																		
A or A+	.5	.1	.4	2.7	3.8	3.2	.1	.0	.1	2.2	3.2	2.7	.7	.0	.5	.8	2.5	1.7
A- or B+	3.5	3.2	3.4	16.0	22.3	18.9	2.4	2.7	2.5	14.0	19.9	17.2	3.3	3.8	3.5	8.7	14.6	11.8
B	14.1	13.7	14.0	32.7	36.0	34.2	15.4	17.6	16.1	31.0	37.4	34.5	15.0	15.5	15.1	27.9	35.8	32.1
B- or C+	33.5	33.1	33.4	31.3	26.3	29.1	37.5	40.2	38.4	34.1	28.9	31.3	32.8	35.0	33.4	37.6	32.0	34.6
C	32.0	34.7	32.6	13.5	8.9	11.4	32.5	27.9	31.1	15.5	8.8	11.9	35.0	34.8	34.9	19.9	12.6	16.1
C- or D+	10.5	12.7	11.0	3.0	1.8	2.4	8.3	9.5	8.7	2.5	1.4	1.9	9.8	8.3	9.4	3.6	1.9	2.7
D or less	5.8	2.6	5.1	.9	.8	.8	3.8	2.0	3.3	.7	.3	.5	3.4	2.5	3.2	1.4	.6	1.0
Major field as senior:																		
Agriculture	4.3	.0	3.3	4.2	.2	2.4	4.8	.0	3.3	1.6	.0	.7	4.6	.4	3.5	4.9	.4	2.5
Biological Sciences	4.3	1.2	3.6	6.8	3.6	5.3	4.6	1.0	3.5	7.3	3.5	5.2	4.7	1.3	3.8	4.3	1.7	2.9
Business	28.8	12.6	25.0	18.2	6.7	13.0	22.8	11.4	19.2	13.7	4.8	8.8	25.5	27.2	26.0	22.3	23.5	22.9
Education	5.2	23.8	9.6	2.9	17.9	9.7	11.5	28.1	16.6	6.7	25.7	17.1	6.8	16.9	9.5	4.3	18.3	11.7
Engineering	10.9	.0	8.3	14.4	.5	8.0	4.5	.0	3.1	15.0	.1	6.9	13.4	.1	9.9	16.8	.1	7.9
English	5.0	7.8	5.6	3.5	9.4	6.2	3.8	7.8	5.0	5.2	11.8	8.8	1.6	4.2	2.3	1.7	7.3	4.6
Health Professions (non-M.D.)	1.4	11.2	3.7	1.3	11.3	5.8	.5	5.0	1.9	.5	5.1	3.0	1.8	10.8	4.2	2.6	13.7	8.5
History, Political Science	7.9	2.1	6.5	11.0	6.5	9.0	11.2	6.3	9.7	12.7	6.6	9.4	7.4	3.5	6.3	7.3	5.2	6.2

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	2.5	4.4	2.9	3.1	5.9	4.4	3.1	4.4	3.5	3.0	7.0	5.2	1.2	5.3	2.3	2.4	2.8	2.6
Fine Arts	7.9	10.2	8.5	6.4	9.7	7.9	7.1	11.6	8.5	4.6	9.6	7.3	7.1	8.4	7.5	7.3	7.0	7.1
Mathematics or Statistics	1.3	1.3	1.3	3.4	3.4	3.4	2.3	.7	1.8	5.2	4.4	4.8	1.7	.5	1.4	2.7	1.8	2.2
Physical Sciences	3.1	.0	2.4	5.6	1.0	3.5	1.7	.7	1.4	6.6	1.1	3.6	1.4	.5	1.1	3.7	.5	2.0
Pre-Professional	1.4	.0	1.1	2.9	.4	1.8	1.9	.5	1.4	1.3	.3	.7	1.7	1.1	1.6	1.2	.4	.8
Social Sciences	10.2	13.5	11.0	12.5	13.2	12.8	13.9	13.6	13.8	13.2	14.3	13.8	9.6	10.7	9.9	8.6	10.2	9.4
Other fields (technical)	5.0	2.5	4.4	3.3	2.5	2.9	4.6	1.2	3.5	2.6	1.1	1.8	9.4	3.8	7.9	9.0	2.5	5.6
Other fields (non-technical)	.6	7.6	2.2	.2	7.1	3.3	.6	6.8	2.5	.5	4.1	2.5	.9	4.1	1.8	.3	4.5	2.5
Undecided	.3	1.7	.6	.4	.6	.5	1.1	.8	1.0	.2	.4	.3	1.0	1.0	1.0	.5	.3	.4
Highest degree now held:																		
None	55.1	63.0	57.0	40.5	32.6	36.9	49.2	47.4	48.7	34.1	25.6	29.5	44.3	43.9	44.2	31.3	31.1	31.2
Associate (or equivalent)	8.1	6.6	7.7	3.6	5.4	4.5	7.6	6.4	7.2	4.3	4.7	4.5	40.7	39.0	40.3	43.5	41.8	42.6
Bachelor's degree (B.A., B.S.)	35.7	26.7	33.5	55.4	60.3	57.6	41.7	42.8	42.1	61.0	68.4	65.1	12.7	13.4	12.9	24.0	24.8	24.4
Master's degree (M.A., M.S.)	.0	.0	.0	.1	.1	.1	.0	.0	.0	.1	.1	.1	.0	.2	.1	.0	.0	.0
Ph.D. or Ed.D.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
M.D., D.D.S., or D.O.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
LL.B. or J.D.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.1	.0	.1	.0	.0	.0
B.D.	.2	.0	.2	.0	.0	.0	.0	.1	.0	.0	.0	.0	.0	.0	.0	.2	.0	.1
Other	1.0	3.7	1.6	.3	1.6	.9	1.4	3.3	2.0	.3	1.2	.8	2.1	3.5	2.5	1.0	2.4	1.7
Will attend graduate school in Sept.-Dec. 1971	6.9	3.9	6.2	22.1	12.7	17.8	7.5	6.7	7.3	21.4	13.8	17.3	2.3	1.9	2.2	6.1	4.2	5.1

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Career plans as senior.																		
Artist	5.1	5.8	5.3	4.5	6.8	5.6	4.4	4.9	4.5	4.0	5.4	4.7	3.7	4.2	3.9	3.5	3.3	3.4
Businessman	26.6	4.1	21.4	19.3	4.4	12.6	26.5	2.9	19.1	17.4	3.4	9.8	21.0	4.9	17.4	19.3	4.9	11.8
Clergyman	.6	.3	.6	1.1	.4	.8	1.4	.2	1.0	1.7	.3	.9	.6	.5	.6	.9	.8	.8
College teacher	2.4	.0	1.8	4.8	3.4	4.2	2.8	1.6	2.4	5.6	3.8	4.6	2.0	.2	1.5	3.4	.9	2.1
Doctor (M.D. or D.D.S.)	2.5	.0	1.9	7.3	1.2	4.5	1.8	.0	1.3	5.3	.7	2.8	1.3	.4	1.1	1.1	.0	.5
Educator (secondary)	6.8	12.6	8.2	7.6	17.0	11.8	14.0	12.4	13.5	13.3	19.5	16.7	9.8	8.4	9.4	9.4	12.4	11.0
Elementary teacher	.8	16.8	4.5	1.0	16.4	7.9	2.8	23.9	9.4	2.0	24.7	14.2	1.6	15.9	5.4	2.1	18.1	10.5
Engineer	4.9	.0	3.8	11.0	.3	6.2	3.4	.0	2.3	10.9	.1	5.0	8.0	.1	5.8	11.2	.0	5.3
Farmer or Forester	4.8	.0	3.7	3.8	.3	2.3	2.6	.1	1.8	2.5	.3	1.3	4.1	.4	3.1	5.1	.2	2.5
Health professional (non-M.D.)	2.0	4.8	2.6	2.0	6.8	4.2	2.6	3.4	2.9	1.6	4.3	3.1	2.5	4.7	3.1	2.8	4.7	3.8
Lawyer	5.5	.1	4.2	10.0	1.7	6.3	4.8	.2	3.4	7.4	.9	3.9	2.9	.0	2.1	2.4	.1	1.2
Nurse	.0	8.2	1.9	.1	5.5	2.6	.2	4.5	1.5	.1	3.1	1.7	.6	8.3	2.7	.2	7.3	3.9
Research scientist	1.7	.0	1.3	3.3	1.8	2.6	2.2	.4	1.7	3.6	1.3	2.3	1.6	.1	1.2	1.9	.4	1.1
Other	26.0	30.5	27.0	15.9	18.7	17.1	22.9	23.6	23.1	16.9	17.1	17.0	31.0	28.3	30.3	29.7	25.3	27.4
Housewife	.0	10.4	2.4	.1	8.9	4.1	.0	17.6	5.5	.1	8.3	4.6	.0	18.2	4.9	.0	16.4	8.6
Undecided	10.3	6.5	9.4	8.4	6.3	7.5	7.6	4.2	6.5	7.6	6.9	7.2	8.4	5.5	7.6	7.1	5.1	6.1

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
"Never" or "occasionally" discussed career plans with other person:																		
College advisor	94.1	95.7	94.5	92.6	89.2	91.1	92.4	87.8	90.9	92.0	88.6	90.1	93.4	92.4	93.2	91.9	92.7	92.3
Academic dean	99.1	99.6	99.2	99.0	98.9	98.9	98.8	99.0	98.9	98.7	99.0	98.9	99.5	99.2	99.5	99.3	99.1	99.2
Resident hall counselor	98.9	96.5	98.3	98.1	98.0	98.1	97.5	97.9	97.6	98.2	97.3	97.7	98.8	99.0	98.9	99.2	98.3	98.7
Guidance counselor	98.5	96.2	98.0	98.2	97.1	97.7	96.5	96.5	96.5	97.1	97.0	97.0	95.3	92.8	94.7	94.8	93.7	94.2
Friend	50.4	46.8	49.6	43.2	35.4	39.7	45.9	37.0	43.2	42.4	32.3	36.9	53.7	49.4	52.6	53.8	46.8	50.1
Professor or instructor	87.9	90.6	88.5	84.4	83.0	83.8	81.3	82.1	81.6	79.4	76.5	77.8	87.3	86.5	87.1	83.9	84.6	84.2
Placement counselor	98.5	98.3	98.4	98.3	98.1	98.3	97.7	96.5	97.3	97.2	96.5	96.8	96.2	98.3	96.7	97.6	97.0	97.3
Family member or spouse	60.8	48.3	58.0	57.0	43.2	50.7	54.7	45.5	51.9	57.0	43.2	49.5	59.3	56.1	58.4	60.1	46.6	52.8
Dean of men or women	99.8	99.6	99.8	99.4	99.4	99.3	98.3	98.5	98.4	98.0	98.7	98.4	99.9	98.5	99.4	99.4	99.1	99.2
Counselor in nonuniversity agency	98.7	99.2	98.9	99.0	98.4	98.7	97.9	97.9	97.9	98.8	98.9	98.8	97.8	98.6	98.1	98.4	99.2	98.8
Person employed in intended field	80.0	76.6	74.2	81.4	77.4	79.6	76.7	78.1	77.1	79.0	77.0	77.9	80.0	77.9	79.5	79.6	79.3	79.4
Other	91.7	91.7	91.7	93.3	93.0	93.2	91.9	93.8	92.5	92.8	92.2	92.6	91.5	92.1	91.6	92.0	93.0	92.6
Senior attitudes (agree "somewhat" or "strongly"):																		
Benefit of college is monetary	41.2	34.0	41.8	31.8	24.1	28.3	44.0	39.4	42.5	34.5	27.0	30.4	52.6	42.9	49.9	48.4	38.3	43.1
Students from disadvantaged backgrounds should get preferential treatment in college admissions	37.2	36.7	37.1	41.4	35.1	38.5	39.5	38.4	39.1	39.0	34.0	36.3	36.9	33.6	36.0	34.2	29.7	31.8
Open admissions should be adopted by all public colleges	41.2	48.9	43.1	31.4	34.6	32.8	42.8	46.3	44.0	34.0	37.5	35.9	49.2	54.8	50.7	40.4	41.5	41.0
A college should award degrees based on the same performance	81.3	81.4	81.3	86.8	82.7	84.9	84.1	77.9	82.2	84.8	82.6	83.6	83.1	80.3	82.4	84.4	84.2	84.3
Open admissions equalizes opportunities	56.8	63.8	58.5	49.6	53.5	51.4	60.7	64.8	62.1	51.2	55.9	53.7	64.4	70.6	66.0	57.6	62.0	59.9

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Students with poor marks should attend seperate colleges	29.8	26.8	29.1	33.5	31.9	32.8	32.7	27.9	31.2	33.7	31.0	32.1	34.0	31.8	33.4	35.6	30.4	32.9
Open admissions offers many students a chance	75.9	81.6	77.2	67.9	72.6	70.0	75.2	79.3	76.5	68.7	73.3	71.2	80.2	84.8	81.5	73.6	77.6	75.7
Open admissions lowers the value of a degree	36.9	35.3	36.6	47.4	43.9	45.8	41.7	37.0	40.3	49.0	46.4	47.6	39.0	34.8	37.8	39.6	41.3	40.5
Open admissions lowers the reputation of a college	41.6	36.9	40.5	51.6	48.3	50.1	43.4	42.4	43.1	52.3	50.3	51.2	39.8	35.0	38.5	43.5	45.1	44.4
Open admissions discourages applications from outstanding high school graduates	41.4	40.8	41.3	49.5	46.3	48.0	46.5	41.5	44.9	49.7	49.6	49.6	44.7	42.0	43.9	44.8	48.2	46.6
Senior goals ("essential" or "very important"):																		
Achieve in a performing art	7.0	10.9	7.9	7.7	9.6	8.6	7.8	10.8	8.7	7.7	9.9	8.9	7.2	9.1	7.7	7.6	9.0	8.4
Be an authority in my field	60.1	43.7	56.3	55.0	42.6	49.3	61.2	43.5	55.7	55.4	44.9	49.7	58.0	41.6	53.6	58.0	39.4	48.1
Obtain recognition from peers	37.6	30.1	35.9	38.6	24.6	32.2	39.0	23.1	34.1	39.5	24.1	31.1	37.0	23.2	33.2	36.1	23.3	29.4
Become an accomplished musician	6.3	4.6	5.8	7.1	4.8	6.1	6.0	6.0	6.1	9.2	5.6	6.3	6.2	4.9	5.9	6.7	4.3	5.4
Be an expert in finance	18.4	1.4	14.4	16.7	3.0	10.4	18.3	5.5	14.3	14.5	3.5	8.5	15.0	4.5	12.1	15.5	3.7	9.3
Be administratively responsible	36.4	18.7	32.2	33.6	16.2	25.7	39.6	14.9	31.9	33.0	15.2	23.3	31.8	17.6	27.9	33.8	17.8	25.3
Be very well-off financially	40.9	28.7	38.0	32.2	20.9	27.1	38.7	25.7	34.6	33.5	20.5	26.4	37.8	26.2	34.6	37.0	22.5	29.3
Help others in difficulty	61.4	73.8	64.3	62.8	73.9	67.8	66.9	80.4	71.1	66.5	77.1	72.3	60.5	72.6	63.8	60.9	76.2	69.0
Participate in Peace Corps/Vista	8.3	13.6	9.6	8.7	11.0	9.7	10.7	14.3	11.9	10.2	13.2	11.8	11.5	14.1	12.3	9.6	13.0	11.4
Be an outstanding athlete	7.4	2.2	6.2	8.1	1.9	5.3	12.0	3.5	9.3	9.9	2.7	5.9	10.3	4.1	8.6	9.3	2.0	5.4

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade point averages of C and above

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]			Low Achievers[a]			Regular Students[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Be a community leader	19.7	12.3	17.9	23.9	12.5	18.8	26.1	13.0	22.0	25.4	13.6	18.9	16.6	9.2	14.7	20.0	10.8	15.1
Contribute to scientific theory	7.5	2.7	6.4	11.4	4.4	8.2	8.3	2.6	6.5	12.8	4.3	8.2	8.2	3.8	7.0	9.8	3.1	6.2
Write original works	12.1	18.5	13.5	15.0	16.1	15.5	13.2	10.5	12.3	15.0	16.5	15.8	10.7	7.4	9.8	10.7	13.0	11.9
Never be obligated to people	26.9	32.0	28.2	24.3	21.7	23.1	28.9	27.8	28.6	26.2	24.2	25.2	30.1	28.6	29.7	26.7	28.0	27.4
Create works of art	14.1	34.8	19.0	15.0	30.2	22.0	11.5	28.9	16.9	13.5	29.2	22.0	12.4	27.2	16.5	14.3	25.1	20.0
Keep up with political affairs	54.4	49.4	53.2	56.0	55.0	55.5	56.1	52.4	54.9	55.9	54.8	55.4	49.1	40.7	46.8	48.1	49.1	48.7
Succeed in my own business	47.6	19.1	40.9	37.8	12.4	26.2	43.5	20.9	36.5	34.3	13.3	22.9	46.1	17.5	38.4	44.7	15.4	29.2
Develop a philosophy of life	78.1	84.9	79.8	81.5	85.5	83.3	82.4	82.6	82.4	81.4	86.7	84.3	76.2	76.5	76.2	77.9	83.8	81.0

[a]Students with high school grade-point averages of C+ and below

[b]Students with high school grade-point averages of C and above

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